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ABSTRACT

This paper describes a battery of evaluation instruments designed to test the language skills of limited-English-proficient (LEP) elementary school students (K-6). The battery assesses students in four language skills (listening, speaking, reading, writing), uses educational tasks similar to those required in mainstream instruction, and reflects the cognitive abilities of elementary school age children. The questions of all tests are based on a single story, told through pictures, of a girl's first day at a new school. Tests include assessments for grades K-1, 2-3, and 4-6, and were field-tested, validated, and calibrated through a school system. A chart details the test titles and types and their appropriate grade levels, skills targeted, sub-score points, and total points. These sample tests and related documents are included: K-6 scoring sheet for listening and oral production; K-1 reading test form; K-1 writing test form; teacher instructions for the K-1 reading and writing tests; grades 2-3 reading test; grades 4-6 reading test; dictation answer sheet for the grades 2-3 and 4-6 writing tests; writing prompts for grades 4-6; and scales for evaluating grades 2-3 writing samples. Data on test validation and test ordering information are appended. (MSE)

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Paper

John Nelson et al

ESOL in Elementary Education

Evaluating Elementary School LEP Language Skills: A Comprehensive Model

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Paper

John Nelson et al

ESOL in Elementary Education

Evaluating Elementary School LEP Language Skills: A Comprehensive Model

School systems throughout the country evaluate LEP students in order to place them in appropriate instructional programs and monitor their progress through their educations. These evaluations typically must measure oral language proficiencies, literacy skills, and general academic preparation. ESOL programs seek evaluation instruments that can provide accurate assessment of student proficiency levels in these various areas which are also efficient to administer and can be used in various educational environments. The assessment of elementary school LEP children is further complicated by the various levels of general cognitive abilities expected of children ranging in age from 5 years to 12 or 13. In our school system, the need to evaluate LEPs' reading and writing skills assessment even among 5 and 6 year olds is becoming more important.

In response to these concerns, we have developed and plan to present a new battery of evaluation instruments designed specifically for elementary LEP students grades kindergarten through 6. Collectively the battery assesses our students in the four language skills, employs educational tasks commensurate with those required in mainstream instruction, and reflects the various cognitive levels of ability associated with all elementary aged students. The questions on all of the tests are based on a story told through pictures of a little girl's first day at her new school. This creates student interest in the test and obviates the disparities in experiences and background knowledge among LEP students. The battery of tests includes reading and writing tests for K - 1, 2 - 3 and 4 - 6 grade students. The tests have been field tested, revised and validated with administrations throughout our school system. Cut-off points for progression through our program and exiting our program are based on test scores from both LEP students and mainstream, English-speaking students.

Our presentation will introduce this battery of tests, outline the processes of test development and validation, and discuss the results of using the battery for student placement and promotion in our ESOL program. Samples of the tests will be shown to the audience.

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Prince George's County's
New Elementary ESOL Test:
6 Grades - 4 Skills

THE STORY OF ANA

Our new test battery is designed to cover 3 variables among our students: English proficiency, grade level and literacy skill. Our presentation will feature the test and discuss the significance of grade level literacy objectives for elementary ESOL teachers.

TESOL PRESENTATION
March 15, 1997

Agenda

1. Overview of theTest Battery and Listening and Oral Production Tests:
   John Nelson, Prince George's Co. Schools

2. The K - I Reading and Writing Tests:
   Rosemary Snowling, Prince George's Co. Schools

3. The 2-3 and 4-6 Reading Tests:
   Chris Gimpel, Prince George's Co. Schools

4. The 2-3 and 4-6 Dictation Tests and Writing Prompts
   Carol Bartley, Prince George's Co. Schools

5. Validation Process for the Test Battery and Statistics:
   Randy Hansen, University of Maryland, Baltimore County
   & Prince George's County Schools

6. Discussion of Literacy Skills Ownership: what literacy skills should be taught by the ESOL teacher and what literacy skills should be left to mainstream instruction?

The Story of Ana Test Battery

Test Title	Grade Levels	Target Skills	Sub Points	Total Points
Listening Test	K - 6	Listening comprehension		20
Oral Production Test	K - 6	Speaking and grammar		20
K - 1 Reading Test	K - 1	Letter recognition	5	
		Number recognition	5	
		Word recognition	5	
		Sentence reading	5	20
K - 1 Writing Test	K - 1	Name writing	5	
		Letter dictation	5	
		Word dictation	5	
		Sentence writing	5	20
2 - 3 Reading Test	2 - 3	Reading comprehension		20
2 - 3 Dictation Test	2 - 3	Sentence completion		20
2 - 3 Writing Prompt	2 - 3	Writing correct English	10	
		Writing coherently and progressively	10	20
4 - 6 Reading Test	4 - 6	Reading comprehension	10	
		Vocabulary comprehension	10	20
4 - 6 Dictation Test	4 - 6	Sentence completion		20
4 - 6 Writing Prompt	4 - 6	Writing correct English	10	
		Writing coherently and progressively	10	20

The Story of Ana

ESOL Elementary Listening and Oral Production Tests
K - 6 Score Sheet

Student's Name _____ Date _____

Age _____ Grade _____ Native Language _____ School _____

Listening	Oral Production
Picture #1	Singular/Plural
1. _____	1. _____
2. _____	2. _____
Picture #2	Negative Verb BE
3. _____	3. _____
4. _____	4. _____
Picture #3	Present Continuous Tense
5. _____	5. _____
6. _____	6. _____
Picture #4	Neg. Verb DO/Prep. Phrase
7. _____	7. _____
8. _____	8. _____
Picture #5	Prep. Phrase/Object Pronoun
9. _____	9. _____
10. _____	10. _____

Listening	Oral Production
Picture #6	Common Questions
11. _____	11. _____
12. _____	12. _____
Picture #7	Questions with Verb DO
13. _____	13. _____
14. _____	14. _____
Picture #8	Comparative/Superative
15. _____	15. _____
16. _____	16. _____
Picture #9	Past Tense
17. _____	17. _____
18. _____	18. _____
Picture #10	Past Tense/Present Tense
19. _____	19. _____
20. _____	20. _____

Listening Test Score _____ Oral Production Test Score _____

Comments:

Tester: _____

ESOL Reading Test K - 1

Score _____

Name _____ School _____ Date _____

A B C D E N P R G S K

a b c r t h i d p g w _/5pts

1 2 3 8 6 9 4 10 16 27 _/5pts

cat - man - hat bat - say - boy

hit - Sam - it - get - and - in - set _/5pts

Ana is a girl. She is going to school. She plays ball.

Sam has a book. Pat and Ana are friends. _/5pts

ESOL Writing Test K - 1

Score _____

Name:

_____

_____

_____ __/5 pts

Letters & Numbers:

_____

_____

_____ __/5 pts

Words:

_____

_____

_____

_____

_____

_____ __/5 pts

Sentence:

_____

_____

_____

_____

_____

_____ __/5 pts

THE STORY OF ANA - K - 1 READING TEST

Instructions for the Tester and Scoring Guide

On this test show the material to the testee and record their scores as they progress. Have the student sit beside you, preferably on your left. Ask the student to read aloud as directed. Score the student section by section as directed below. If a student cannot read one part, do not continue. (You may wish to record any errors by drawing a line through the letter or word that is missed.)

a Ask students to name the letters in the first two lines of the test. Give 1 point if they can read the first few letters in alphabetical order but not those in random order. Give 2 points if they can read the first line and 4 points if they can read both lines with a few errors. Give 5 points if they read all letters in both lines correctly.

b Ask students to read the numbers in the order given. Give 2 points if they can read 1-2-3 but not more. Give 4 points if they can read the numbers to 10 and give 5 points if they can read all the numbers given.

c Show the students the first three words; cat-man-hat. Ask them to point to the word "man". Then show them the next 3 words: bat-say-boy. Ask them to point to the word "boy". Finally point to the row of seven words; hit-Sam-it-get-and-in-set. Ask the students to point in turn to "get", "Sam" and "in". Score one point for each word correctly found. (You can ask for different words from one student to the next.)

d Ask the students to read the sentences on the bottom of the page. (They may need help with the name Ana in the first sentence.) Score one point for each sentence that the child can read without major hesitation or error.

Steps **a** through **d** are progressive in difficulty. If the student cannot complete step **a**, do not go further on the test. If a student can do steps **a** and **b** but not **c**, do not go on to step **d**. Scores will range from 0 to 20. A score of 10 or less means the child can read letters and numbers but not words. A score from 10 to 15 means the child can read words but not sentences. A score of 15 to 20 means that the child can read simple sentences.

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THE STORY OF ANA - K - 1 WRITING TEST

Instructions to the Tester and Scoring Guide

On this test, the testees are required to follow writing instructions as you direct them. Give the student the test paper to do the writing tasks. If a student is unable to perform a task, it is not necessary to continue with the test. Score each student section by section as directed below.

a Ask the student to write his or her name. If the student writes only the first name, ask him/her to write the last name too. Score 5 points if the name is complete and written with both capital and small letters of appropriate size. Take away points if the letters are not uniform in size, if there is too much space between letters, if the letters are not related to the lines, etc.

b Ask the student to write letters as you dictate them. Dictate any 4 letters, but not in any order. Tell the students to write both capital (upper case) and small (lower case) letters. Then ask them to write any 3 numbers, one of which is greater than 10. Score 5 points if all letters and numbers are well written in the space provided. Deduct points if the letters are not the right size and if either the capital or small letters are not written.

c Dictate these words to the students and ask them to write them as you say them. go - ran - hit - ball - play. Score one point for each correctly written word. (For variety, you can ask for other words, but they should be one syllable, familiar words.)

d Ask the student to write a sentence about the story of Ana. (If he or she is not familiar with Ana's story, a sentence about the ESOL class or a best friend is acceptable.) To earn 5 points, the sentence must be complete, have appropriate punctuation, correct spelling, and correct word forms. Take points off for errors for any of these reasons.

The steps are progressive in difficulty. If the student cannot complete step **a**, do not continue. If a student can do steps **a** and **b** but not step **c**, do not go on to step **d**. Scores will range from 0 to 20. A score of 10 or less means the child can not write words. A score from 10 to 15 means the child can write words but not sentences. A score of 15 to 20 means that the child can write simple sentences. The test can be made more challenging by dictating more difficult words for the students in section **c**, and by adding some requirements in your directions for the student in writing the sentence in part **d**. These modifications can reflect tasks covered in classes with these students, and can raise the standards by which the students are exited from the ESOL program.

AILABLE

Name: _____ Date: _____

School: _____ Score: _____

THE STORY OF ANA - GRADES 2 - 3 READING TEST

Answer these questions about Ana and her friends.
Put an "X" beside the answer you choose

1. Who had brothers and a sister?
   ___ Ana
   ___ Pat
   ___ Sam

2. Who was standing with Ana in front of the class?
   ___ Sam
   ___ Mrs. Green
   ___ Pat

3. Who sat beside Ana in class?
   ___ Mrs. Green
   ___ Sam
   ___ Pat

4. Who went to ESOL class?
   ___ Ana
   ___ Sam
   ___ everyone

5. Where did Ana's class have recess?
   ___ with Pat
   ___ after ESOL class
   ___ outside

6. Why was Ana happy?
   ___ She liked school.
   ___ She rode the bus.
   ___ She ate lunch.

Section II

Ana and her mom went to a new school. Mrs. Green was Ana's teacher. Ana sat next to Sam. Ana met Pat at recess and ate lunch with her. At the end of the day, Ana rode home on the bus. She told her mom about her friends.

7. Where did Ana and her mother go?
   ___ to a store
   ___ to a park
   ___ to a school

8. Who ate lunch with Ana?
   ___ Mrs. Green
   ___ her mother
   ___ Pat

9. How did Ana get home?
   ___ she walked
   ___ by bus
   ___ by car

10. What did Ana and her mother talk about?
    ___ her brothers
    ___ her ESOL class
    ___ Sam and Pat

Section III:

Ana's family moved to a new home. Ana walked to school with her mother on the first day of school. Ana didn't know anyone at first, but after a while she met other students. She was in a large, third grade class. Her teacher was Mrs. Green. Ana also went to a small ESOL class where she learned to speak and read in English.

11. Which answer is true about Ana?
___ She had a new home.
___ She had no family.
___ She went to school alone.

12. Who took Ana to school on her first day?
___ her family
___ her mother
___ her brothers

13. When Ana first came to school, who did she know?
___ no one
___ Pat
___ The ESOL Teacher

14. What grade was Ana in?
___ third
___ first
___ ESOL

15. Who was Mrs. Green?
___ an ESOL teacher
___ a third grade teacher
___ Ana's mother

16. What will Ana learn in her ESOL class?
___ math
___ science
___ English

Section IV:

Ana's class had recess that morning on the playground. Children played basketball, climbed on bars, swung and jumped rope. Ana asked a girl if she could jump rope. The girl's name was Pat. Ana's other friend, Sam, played basketball with his friends. After school, Ana rode the same bus home as Sam. At home, Ana smiled as she told her mother about her first day at school and her new friends.

17. When did Ana's class have recess?
___ on the playground
___ in the morning
___ playing jump rope

18. Who did Ana want to play with at recess?
___ lunch
___ Pat
___ jump rope

19. Who rode on the same bus with Ana?
___ Pat
___ Ana's mom
___ Sam

20. What word best describes Ana's morning at school?
___ ugly
___ busy
___ angry

ESOL ELEMENTARY READING TEST GRADES 4 - 6

PARAGRAPH COMPREHENSION

Read this paragraph.

On Ana's first day at school, she felt lonely because she didn't know any other children at her new school. At recess time, however, she met Pat and she made a new friend. She saw Pat again when they had lunch in the lunchroom. Most children bought lunch at school. Ana's new friend showed her where to stand in line to buy lunch, where to sit, and where to put her lunch tray when she was finished. Pat sat beside her almost everyday. Because of Pat, Ana no longer felt lonely or worried while she was at school. Ana wished Pat rode the same bus to school, but Pat rode a different one because their homes were in opposite directions from school.

Now read these questions and choose the answers to the questions. Put an "X" beside the answer that you choose.

1. Where do most of the children buy their lunches?

__ a. at the grocery store
__ b. at school
__ c. at McDonald's
__ d. at home

2. What's one thing Ana learned from Pat?

__ a. how to speak English
__ b. how to jump
__ c. where to put her lunch tray
__ d. how to get to school

3. Why does Ana feel safe at school?

__ a. She has made a friend.
__ b. She bought lunch at school.
__ c. She rides the bus with Pat.
__ d. She met Sam at recess.

4. Why does Ana wish Pat rode the same bus?

__ a. She wants to meet Pat's mother.
__ b. She wants to sit with her friend Pat on the bus.
__ c. Pat doesn't like her own bus.
__ d. Ana's mother told her to ride with Pat.

5. Why do you think Ana and Pat ride different busses?

__ a. They don't want to ride together.
__ b. Ana was too late to ride Pat's bus.
__ c. They don't live close to each other.
__ d. Pat's bus has extra room.

Read this paragraph:

Although Ana's mother had brought her to school the first day, Ana rode the bus home. She felt a little nervous, but she knew her mother would be waiting for her at the bus stop. Ana had her name, address, and telephone number on a small piece of paper to show the bus driver. She hoped that she would be dropped off at the right place. Ana knew some English, and she could say her address and phone number. Sometimes, however, people had trouble understanding what she said, so she was glad she had them written down. Ana rode the bus to her home. When she got home she told her mother all about her first day at school.

Now read these questions and choose the answers to the questions. Put an "X" beside the answer that you choose.

6. What form of transportation was used by Ana to get home?

__ a. car
__ b. bus
__ c. walking
__ d. riding a bike

7. What made Ana feel less nervous about taking the bus?

__ a. Pat was with her.
__ b. She spoke English well.
__ c. Her mother was going to meet her.
__ d. She liked riding on buses.

9. Could Ana speak any English?

__ a. No, not at all.
__ b. Yes, very well.
__ c. Yes, but just a little.
__ d. Yes, but only in school.

10. Why did people sometimes have trouble understanding Ana?

__ a. She spoke too fast.
__ b. She didn't want to talk.
__ c. She always spoke too softly.
__ d. She didn't know very much English.

ESOL ELEMENTARY READING TEST GRADES 4 - 6 CONTINUED

VOCABULARY

Find the underlined word in each sentence. Think of the meaning of that word. Read the four words underneath each sentence. Find the word(s) that means the same thing as the underlined word. Put an "X" in the space in front of the word that means the same thing.

11. Ana and her mother entered the school.

__ a. liked __ b. went into
__ c. left __ d. decided

12. At first, Ana was silent in ESOL class.

__ a. frightened __ b. a little silly
__ c. quiet __ d. lonely

13. In a few weeks, Ana's English improved.

__ a. wrecked __ b. got better
__ c. learned __ d. said

16. Pat and Ana enjoyed comparing their families and interests.

__ a. developing __ b. interrupting
__ c. finding likeness __ d. writing about

17. Pat likes to comment about what happens on the playground.

__ a. abolish __ b. remember
__ c. talk __ d. bridge

18. Ana estimated how many times Pat could jump rope without missing.

__ a. discussed __ b. considered
__ c. guessed __ d. realized

ESOL ELEMENTARY WRITING TEST GRADES 2 - 3

DICTATION ANSWER SHEET

1. Ana is _____.
2. She is going to a _____.
3. The students are sitting _____.
4. Ana sits _____.
5. Ana's ESOL class is _____.
6. At recess, Ana wanted to play jump rope _____.
7. At lunch time, Pat and Ana _____.
8. After school, Ana came home _____.
9. Ana told her mother that she had _____.
10. Now Ana is _____.

1. Ana is a girl.
2. She is going to a new school.
3. The students are sitting on the floor.
4. Ana sits next to Sam.
5. Ana's ESOL class is very small.
6. At recess, Ana wanted to play jump rope with Pat.
7. At lunch time, Pat and Ana ate together.
8. After school, Ana came home by bus.
9. Ana told her mother that she had nice friends.
10. Now Ana is very happy.

ESOL ELEMENTARY WRITING TEST GRADES 4 - 6

DICTATION ANSWER SHEET

1. Ana _____.
2. She is _____.
3. Ana is a new student, but _____.
4. Ana and Sam sit beside each other. They _____.
5. Ana goes to ESOL class because she _____ English.
6. At recess time, the children played _____.
7. Ana and Pat _____.
8. After school, Ana rode _____.
9. Ana told her mother that she _____.
10. Ana _____ school.

1. Ana is a girl.
2. She is going to school.
3. Ana is a new student, but Sam isn't.
4. Ana and Sam sit beside each other. They like to talk.
5. Ana goes to ESOL class because she doesn't speak Eng.
6. At recess time, the children played a lot of games.
7. Ana and Pat ate their lunch.
8. After school, Ana rode home on the bus.
9. Ana told her mother that she was very happy.
10. Ana likes her new school.

Write about Ana's Story.
Remember her first day at school
and write about her day in your own words.

_____

_____

_____

_____

_____

_____

4 - 6 GRADE WRITING PROMPTS BASED ON THE STORY OF ANA

#1

You have heard the story of Ana and her first day at a new school. Now, pretend you
Ana and want to tell your grandmother about your experience.

Write a letter to Ana's grandmother describing her first day of school as she would tell
Think about how she felt at first, what happened during the day, and how she felt later.

Now write a letter to Ana's grandmother

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SCALES FOR EVALUATING WRITING SAMPLES ON THE STORY OF ANA
GRADES 2 - 3

Each sample should be scored in two scales: LANGUAGE and CONTENT. Each scale is based on 10. The total possible score is 20. Even numbers on the scales are defined. Odd number scores indicate a sample fits between the points defined on these scales.

Points	LANGUAGE	CONTENT
- 0 -	Student cannot attempt the task. A response was not forthcoming.	No content to evaluate.
- 2 -	Language mastery limited to words. Little ability to construct sentences. Basic words omitted or mis-spelled.	Writing consists of a few words, not connected in sentences. Ideas limited to words often not recognizable.
- 4 -	Some words not recognizable. Poor word order, necessary words omitted. Shows mastery of 1st grade words and some sentence structures.	Some ideas from story written, but ideas not clear. Order of ideas not consistent with the story. Ideas not developed.
- 6 -	Shows some punctuation skill. Some sentence structure development, few words omitted. A little use of tense, plurals, articles, etc.	Communicates between 5 & 7 ideas from the story. They follow the story line. Writing may parrot the language of the story when it was told.
- 8 -	Control of punctuation, few spelling errors, good sentence structure, Uses tense, plurals, articles, but may have errors.	Story line follows original text. Contains at least 8 ideas consistent with the story, but may be in student's own words. May have some original ideas or thought.
- 10 -	Outstanding paper. Free of language errors. Shows control of complex sentence structure with good use of connectives.	Outstanding narration of the story. Contains feelings as well as ideas. Writes original thoughts about the Story of Ana.

SCORES OF - 0 - AND - 10 - SHOULD BE RARE.

VAILABLE

Validating our Tests
Correlation Coefficients

On this page are the results of correlation studies we have done to validate the results of our tests. To make the correlation, we asked teachers to evaluate their students in the skills that are measured by these tests. Some 10 ESOL teachers each made evaluations of their students' listening, oral production, reading and writing skills. The teachers were asked to evaluate ten students for each level of our tests, k-1, 2-3, and 4-6. Their evaluations were compared to the actual test scores that their students earned on the tests at the end of the last academic year.

This year, we returned to the schools where four of these comparisons were made to retest as many of the students at these schools as we could. These retests were compared to both the test scores from last spring and the teacher evaluations made last spring. It is felt that high correlations between the test scores and the teacher evaluations and high correlations between the test scores and the retest scores would be indications of test validity.

The results of these correlations are presented in the four boxes below. To interpret the numbers, perfect correlations would be 1.000. This would mean that every test score exactly coincided with every teacher evaluation in every situation. The close these numbers approach 1.000, the better the correlation and, therefore, the more validity the tests would appear to have.

Correlations between the SPRING TEST SCORES
and the FALL TEST SCORES

	K - 1 Tests	2 - 3 Tests	4 - 6 Tests
Reading	.8630	.8866	.8519
Writing Dict.	.8027	.9831	.8519
Writing Prompt	n/a	.4969	.6031

Correlations between the SPRING TEST SCORES
and the TEACHER EVALUATIONS

	K - 1 Tests	2 - 3 Tests	4 - 6 Tests
Listening	.6078	.5671	.6471
Oral Production	.7128	.7116	.8513
Reading	.6122	.7043	.7838
Writing Dict.	.6569	.7021	.7693
Writing Prompt	n/a	.4937	.3395

Correlations between the FALL TEST SCORES
and the TEACHER EVALUATIONS

	K - 1 Tests	2 - 3 Tests	4 - 6 Tests
Reading	.6643	.6801	.7797
Writing Dict.	.6239	.3087	.7861
Writing Prompt	n/a	.3552	.6729

The Ana Test Battery is available for sale to the public.

The Test Set includes THE STORY OF ANA test booklet containing the pictures of the test story and the quetions for the Listening and Oral Production Tests, and THE STORY OF ANA TESTERS' HANDBOOK containing all of the tests in the battery with explanatory notes and scoring guides. The cost is $20.00.

To purchase a copy, contact:

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